Annex 2

to Resolution No. 66/2019

of the Presidium of the Polish Accreditation Committee

of 28 February 2019 with later changes

(template)



**Programme evaluation**

**Practical profile**

Self-Assessment Report

Name and registered seat of the higher education institution providing the degree programme subject to evaluation:

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**Name of the degree programme subject to evaluation:** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

1. Cycle(-s) of study: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
2. Mode(-s) of study: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
3. Name of the discipline, to which the degree programme has been assigned[[1]](#footnote-1),[[2]](#footnote-2)

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If the degree programme is assigned to more than one discipline:

1. The name of the leading discipline, under which more than one half of learning outcomes are achieved, with specifying the percentage share of ECTS credits of the leading discipline in the total number of ECTS credits required to complete the programme.

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| --- | --- | --- |
| **Name of the leading discipline** | **ECTS credits** | |
| **Number** | **%** |
|  |  |  |

1. Names of other disciplines with specifying the percentage share of the number of ECTS credits for other disciplines in the total number of ECTS credits required to complete the programme.

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| --- | --- | --- | --- |
| **Item no.** | **Name of the discipline** | **ECTS credits** | |
| **Number** | **%** |
|  |  |  |  |

Studies provide training to prepare for the teaching profession

☐ YES ☐ NO

If YES is selected, please indicate the type of teaching profession for which the training is provided (more than one option may be selected):

☐ subject teacher. . . . . . . . . . . . . . . . . . . . . . . ..[[3]](#footnote-3)

☐ teacher of theoretical vocational subjects. . . . . . . . . . . . . . . . . . . . . . . .3

☐ teacher of practical vocational training . . . . . . . . . . . . . . . . . . . . . . . .3

☐ teacher conducting the classes. . . . . . . . . . . . . . . . . . . . . . . .3

☐ teacher psychologist

☐ kindergarten and early childhood education teacher

☐ special educator teacher

☐ speech therapist teacher

☐ teacher conducting early child development support classes

# Learning outcomes forecast for the degree programme, cycle and profile of studies subject to evaluation

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**Composition of the team preparing the self-assessment report**

|  |  |  |
| --- | --- | --- |
| First name and surname |  | Title or degree/position/function  held in the higher education institution |
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# Instructions for drawing a self-assessment report

A self-assessment report prepared by a HEI forms a basic source of information used by an evaluation panel of the Polish Accreditation Committee in the process of programme evaluation. Its main objective is to present the concept of a degree programme and study programme, its implementation factors, and the place and role of education in social and economic environment in relation to **detailed criteria for programme evaluation and quality education standards** set out in an Annex to the Statutes of the Polish Accreditation Committee, as well as to reflect on the degree of fulfilling these criteria.

Analytical and self-reflective approach to contents presented in the report and providing specific examples of adopted solution in terms of study programme and its implementation, as well as placing special emphasis on its characteristics and best practices form important aspects of a self-assessment report. The report should be concise, and its Part 1 should not exceed 40,000 characters.

**The self-assessment report template provides instructions on what to consider and what to refer to in the report. It draws attention to the elements that correspond to the detailed criteria of programme evaluation and adopted quality standards, reference to which will enable making full self-assessment and then a reliable evaluation by the PKA evaluation panel.**

However, HEIs preparing self-assessment reports do not need to treat the instructions as mandatory. In the self-assessment of each criterion, a higher education institution has the right to present, in full autonomy, the key factors proving its fulfilment. The instructions only aim to facilitate understanding the essence of each individual criterion, indicate information that is vital for the evaluation process, and inspire the formulation of questions worth answering in the process of self-assessment and report drawing, as well as to improve the quality of education as part of the degree programme subject to evaluation.

It should be remembered that pursuant to Article 17 (3) of the PKA Statutes of 13 December 2018 (with later changes), the higher education institution should publish the self-assessment report on its website prior to the visit of the evaluation panel.

# Presentation of the higher education institution

*Please briefly present up to date, relevant information, which characterises the higher education institution in the context of the degree programme subject to evaluation (1800 characters at maximum are recommended).*

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# Part 1. Self-assessment of the HEI in the scope of meeting detailed criteria for programme evaluation of a degree programme with practical profile

## Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes

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*In the report, it is worth to consider and relate to:*

*links between the concept of education and the mission and main strategic objectives of the HEI (taking into account each of the assessed cycles of studies), expectations towards candidates, specialisations/specialities offered,*

*relationship between education and areas of professional and economic activity typical for the degree programme under evaluation,*

*the compliance of the concept of education with the needs of socio-economic stakeholders and the labour market, the role and importance of internal and external stakeholders in the process of developing the education concept and its improvement,*

*graduate profile; anticipated places of graduates’ employment,*

*features distinguishing the concept of education and national and/or international models used,*

*key learning outcomes of the degree programme, with indicating the examples of how they relate to the concept, cycle and profile of studies, as well as with the current knowledge and its applications in the scope of discipline(-s) to which the degree programme is assigned, as well as with the current practices in the areas of professional/business activity and the professional labour market relevant for the degree programme,*

*learning outcomes leading to the acquisition of engineering competences, showing examples of developments at the level of selected courses or groups of courses aimed at the acquisition of such competences, in the case of a degree programme leading to the award of inżynier/magister inżynier qualification (bachelor/master of science degree),*

*meeting the requirements relating to general and specific learning outcomes included in the standards of education specified in the regulations issued on the basis of Article 68, section 3 of the Act of 20 July 2018 Law on Higher Education and Science, in the case of degree programmes preparing for practising the professions referred to in Article 68, section 1 of the Act.*

**Recommendations regarding criterion 1 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

|  |  |  |
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|  | Recommendations regarding criterion 1 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
| 1. |  |  |
| 2. |  |  |
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**Additional information, which the HEI considers important for the evaluation of criterion 1:**

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## Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process

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*In the report, it is worth to consider and relate to:*

1. *selection of key course contents, including contents related to practical applications of knowledge in the scope of discipline(-s) to which the degree programme is assigned, norms and principles, as well as the current practices in the areas of professional/business activity and professional labour market relevant for the degree programme and in the scope of foreign languages, indicating exemplary links between course contents and learning outcomes of the degree programme,*
2. *selection of teaching methods and their distinctive features, with indicating the examples of how they relate to learning outcomes in terms of knowledge, skills and social competences, in particular those enabling the development of practical skills, including the use of advanced information and communication technologies, as well as the acquisition of language competence in foreign languages,*
3. *the extent to which distance learning methods and techniques are used,*
4. *adapting the learning process to diversified needs of individuals and groups of students, including the needs of students with disabilities and offering individual learning paths,*
5. *the schedule for degree programme implementation, including: courses or groups of courses requiring direct participation of academic teachers and other persons teaching classes and students (where a higher education institution provides full-time and part-time programmes as part of the degree programme subject to evaluation, the characteristics should be presented separately for full-time and part-time programmes), courses or groups of courses that shape practical skills and courses or groups of courses that develop foreign language skills, as well as optional courses or groups of courses,*
6. the selection of forms of classes, proportion of the number of hours ascribed to individual forms, the size of student groups, and the organisation of the education process, with placing special emphasis on the organisation of training preparing for the teaching profession (if the study programme provides such training), the course schedule (if the HEI offers full-time and part-time programmes as part of the degree programme subject to evaluation, the description should be provided individually for full-time and part-time programmes),
7. *the programme and organisation of placements, including in particular the number of hours and dates for their serving, the selection of institutions offering placements, and the number of placements offered,*
8. *the selection of teaching contents and methods, forms of student groups and their number in relation to classes or groups of classes, in which students achieve learning outcomes leading to the award of engineering qualification, in the case of a degree programme leading to the award of the inżynier/ magister inżynier qualification (bachelor of science/ master of science),*
9. *meeting the rules and requirements relating to study programme and the method of teaching organisation specified in the standards of education set out in regulations issued on the basis of Article 68, section 3 of the Act of 20 July 2018 Law on Higher Education and Science, in the case of degree programmes preparing for practising the professions referred to in Article 68, section 1 of the Act.*

**Recommendations regarding criterion 2 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

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|  | Recommendations regarding criterion 2 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
| 1. |  |  |
| 2. |  |  |
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**Additional information, which the HEI considers important for the evaluation of criterion 2:**

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## Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas

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*In the report, it is worth to consider and relate to:*

*requirements for candidates, conditions for student admission, and criteria for selecting candidates for each cycle of studies,*

*rules, conditions and procedures for the recognition of learning outcomes and periods of study and qualifications obtained in another higher education institution, including a higher education institution abroad,*

*the principles, conditions and the mode of attesting learning outcomes achieved outside of the higher education system,*

*the principles, conditions and mode of diploma award process at each cycle of studies,*

*methods and tools for monitoring and assessing the progression of students (e.g. the number of candidates admitted for studies, student dropout rate, the number of students who completed studies on time) and actions taken on the basis of this information, as well as methods of using the results of student performance analyses to improve student teaching and learning process,*

*general rules for verifying and assessing the degree of learning outcomes’ achievement,*

*the selection of methods used to verify and assess learning outcomes in terms of knowledge, skills and social competences achieved by students during and upon the completion of their education (diploma award), including methods used to verify learning outcomes achieved during student placements showing examples of links between the methods for verifying and assessing the methods and learning outcomes related to practical skills, outcomes related to the use of appropriate methods and tools, including advanced information and communication technologies, as well as foreign language skills,*

1. *the selection of methods for testing and assessing learning outcomes in the scope of knowledge, skills and social competences leading to the award of an engineering qualification, showing examples of links between these methods and learning outcomes in the case of a degree programme leading to the award of the inżynier/ magister inżynier qualification (bachelor of science/ master of science degree),*
2. *meeting the rules and requirements relating to the methods for verifying and assessing learning outcomes as specified in the standards of education set out in regulations issued on the basis of Article 68, section 3 of the Act of 20 July 2018 Law on Higher Education and Science, in the case of degree programmes preparing for practising the professions referred to in Article 68, section 1 of the Act.*

*Moreover, for each evaluated cycle of studies it is worth to provide a concise description of:*

*types, topics and methodology of mid-term and examination papers and projects,*

*types, topics and methodology of final theses, with placing special emphasis on the acquisition and verification of students’ vocational and engineering skills if the degree programme under evaluation leads to the award of the inżynier or magister inżynier qualification (bachelor of science or master of science degree),*

*methods of documenting learning outcomes achieved by the students (e.g. tests, examination papers, written mid-term papers, reports, tasks completed by the students, projects carried out by the students, student placement journals, artistic works, final theses, graduation examination protocols),*

*graduate career monitoring results, which present the level of usefulness for the labour market of learning outcomes achieved in the degree programme subject to evaluation, and which identify competence gaps and provide information on the continuation of education by the graduates of the degree programme under evaluation.*

**Recommendations regarding criterion 3 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

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|  | Recommendations regarding criterion 3 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
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| 2. |  |  |
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**Additional information, which the HEI considers important for the evaluation of criterion 3:**

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## Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training

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*In the report, it is worth to consider and relate to:*

*the number, structure of qualifications and academic/artistic achievements of academic teachers and other persons teaching classes to students of the degree programme subject to evaluation, as well as their teaching competences (including training to teach classes using distance teaching methods and teaching in foreign languages). In this context, it is worth mentioning the most important teaching achievements of the HEI of the past five years in the scope of the degree programme under evaluation (own teaching resources, textbooks authored by the staff, places taken in prestigious teaching rankings, popularisation, etc.),*

1. *staffing of courses, with placing special emphasis on courses leading to the acquisition of academic and engineering competences by students (if the degree programme under evaluation leads to the award of the inżynier/ magister inżynier qualification (bachelor of science/ master of science degree),*
2. *combining by academic staff and other persons teaching classes of teaching activity with scientific or professional activity,*
3. *assumptions, objectives and efficiency of HR policy, including methods and criteria for the selection and recruitment of staff, methods, rules and criteria for the evaluation of staff quality, and the participation in the evaluation of various stakeholder groups, including students, and using the evaluation results for staff development and in-service training.*
4. *a system for supporting and motivating staff to scientific or artistic development and to raising teaching competences,*
5. *meeting the rules and requirements relating to the selection of academic teachers and other persons teaching classes and to the staffing of courses as specified in the standards of education set out in regulations issued on the basis of Article 68, section 3 of the Act of 20 July 2018 Law on Higher Education and Science, in the case of degree programmes preparing for practising the professions referred to in Article 68, section 1 of the Act.*

**Recommendations regarding criterion 4 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

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|  | Recommendations regarding criterion 4 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
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| 2. |  |  |
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**Additional information, which the HEI considers important for the evaluation of criterion 4:**

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## Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement

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*In the report, it is worth to consider and relate to:*

*the state, modernity, size and complexity of teaching facilities used for teaching courses as part of the degree programme under evaluation and their relevance for actual conditions of future professional work of students and the possibilities for developing practical skills with the use of the existing base,*

*institution’s infrastructure and equipment used for teaching classes outside of the HEI and for student placements,*

*access to information and communication technology (including the Internet, and an e-learning platform, if the degree programme under evaluation offers education using distance learning methods and techniques), and the degree of its use in student teaching and learning, in particular in order to shape practical skills,*

*infrastructure and equipment facilities adapted to the needs of students with disabilities,*

*availability of infrastructure, including specialist software and teaching materials, for students in order to carry out tasks resulting from the study programme and as part of individual work,*

1. *library and information system of the higher education institution, including access to up-to-date scientific information resources in traditional and electronic form, of international reach and in the scope adapted to the needs resulting from the teaching and learning process as part of the degree programme under evaluation, including in particular access to literature recommended in syllables,*
2. *methods, frequency and scope of monitoring, evaluation and improving of teaching and academic base and library information system, and the participation in the evaluation of various stakeholder groups, including students,*
3. meeting the rules and requirements relating to teaching and scientific infrastructure specified in the standards of education set out in regulations issued on the basis of Article 68, section 3 of the Act of 20 July 2018 Law on Higher Education and Science, in the case of degree programmes preparing for practising the professions referred to in Article 68, section 1 of the Act.
4. **Recommendations regarding criterion 5 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

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|  | Recommendations regarding criterion 5 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
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| 2. |  |  |
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**Additional information, which the HEI considers important for the evaluation of criterion 5:**

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## Criterion 6. Cooperation with representatives of social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme

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*In the report, it is worth to consider and relate to:*

*the scope and forms of HEI’s cooperation with institutions representing social and economic stakeholders, including employers, and its impact on the concept of education, learning outcomes, study programme and its implementation, including the implementation of work placements,*

*methods, frequency and scope of monitoring, evaluation and improvement of forms of cooperation and the impact of its results on the study programme and improvement of its implementation.*

**Recommendations regarding criterion 6 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

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|  | Recommendations regarding criterion 6 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
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**Additional information, which the HEI considers important for the evaluation of criterion 6:**

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## Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme

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*In the report, it is worth to consider and relate to:*

*the role the internationalisation of the education process plays in the concept of education and plans for the development of the degree programme (taking into account each of the assessed cycles of studies),*

*aspects of the study programme and its implementation contributing to internationalisation, with particular regard to instruction in foreign languages,*

*the degree of students’ preparedness for learning in foreign languages and ways to verify the achievement by students of the required language competences and their evaluation,*

*the scale and scope of international mobilities and students and staff exchanges,*

*participation of international lecturers in teaching classes as part of the degree programme under evaluation,*

*the ways, frequency and extent of monitoring and evaluation of the internationalisation of the education process and the improvement of conditions conducive to raising its level, as well as the impact of internationalisation outcomes on the study programme and its implementation.*

**Recommendations regarding criterion 7 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

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| --- | --- | --- |
|  | Recommendations regarding criterion 7 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
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| 2. |  |  |
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**Additional information, which the HEI considers important for the evaluation of criterion 7:**

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## Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support

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*In the report, it is worth to consider and relate to:*

*adapting the support system to the needs of different student groups, including the needs of students with disabilities,*

*the scope and forms of support provided to students in the learning process,*

*forms of support:*

* 1. *domestic and international mobility of students,*
  2. *support provided in entering the labour market or continuing education,*
  3. *students’ activities: sports, artistic, organisational, and entrepreneurial,*

*a system for motivating students to better performance and academic activity, and ways to support outstanding students,*

*methods for informing students about the support system, including financial assistance,*

*methods for handling complaints and applications lodged by the students, and information about their effectiveness,*

*the scope, level and effectiveness of administrative services provided to students, including the qualifications of staff supporting the education process,*

1. *information and education activities concerning student safety, counteracting discrimination and violence, rules for responding to threats or breaches of security, discrimination and violence against students, as well as providing assistance to victims,*
2. *cooperation with student self-government and student organisations,*
3. *methods, frequency and scope of monitoring, evaluation and improvement of the support and motivation system addressed to students, and the evaluation of staff supporting the education process, as well as the participation in the evaluation of various stakeholder groups, including students.*

**Recommendations regarding criterion 8 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

|  |  |  |
| --- | --- | --- |
|  | Recommendations regarding criterion 8 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
| 1. |  |  |
| 2. |  |  |
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**Additional information, which the HEI considers important for the evaluation of criterion 8:**

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## Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

*In the report, it is worth to consider and relate to:*

*the scope, methods for updating and ensuring relevance of public information about admission conditions, study programme, and its implementation, and information’s consistency with the needs of different groups, including future and current students.*

*methods for, frequency and scope of the evaluation of public access to information, participation in assessing various stakeholder groups, including students, and the effectiveness of improvement measures in this respect.*

**Recommendations regarding criterion 9 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

|  |  |  |
| --- | --- | --- |
|  | Recommendations regarding criterion 9 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
| 1. |  |  |
| 2. |  |  |
| … |  |  |

**Additional information, which the HEI considers important for the evaluation of criterion 9:**

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

## Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

*In the report, it is worth to consider and relate to:*

*methods for substantive, organisational and administrative supervision over the degree programme, competences and scope of responsibility of persons responsible for the degree programme, including competences and scope of responsibility concerning evaluation and improvement of the quality of education as part of the degree programme,*

*principles for designing, introducing changes to and approving the study programme,*

*methods for and scope of ongoing monitoring and periodic reviews of the study programme in the degree programme under evaluation and sources of information used in these processes,*

*methods for assessing the achievement of learning outcomes by the students of the degree programme under evaluation with taking into consideration individual stages of education, its completion and learning outcomes’ fitness for the labour market or for further education, as well as using the results of the evaluation nfor improving the study programme.*

*the scope of, forms of participation and impact of internal stakeholders’ involvement, including students, and external stakeholders on the improvement and implementation of the study programme,*

*methods for using the results of external education quality evaluations and formulated recommendations for the improvement of the study programme of the degree programme under evaluation.*

**Recommendations regarding criterion 10 listed in the resolution of the PKA Presidium on programme evaluation in the field of study which preceded the current evaluation (if applicable)**

|  |  |  |
| --- | --- | --- |
|  | Recommendations regarding criterion 10 listed in the above-mentioned resolution of the PKA Presidium | Description of the implementation of the recommendation and preventive actions taken by the HEI to remove errors and inconsistencies formulated in the corrective recommendation |
| 1. |  |  |
| 2. |  |  |
| … |  |  |

**Additional information, which the HEI considers important for the evaluation of criterion 10:**

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

# Part 2. Prospects for the development of the degree programme.

*SWOT analysis of the study programme of the degree programme under evaluation and its implementation, with having regard to programme assessment criteria*

|  |  |  |
| --- | --- | --- |
|  | **POSITIVE** | **NEGATIVE** |
| **Internal origin** | **Strengths**  *Please indicate* ***no more than five*** *key strengths of education offered as part of the degree programme under evaluation.* | **Weaknesses**  *Please indicate* ***no more than five*** *major constraints, which hamper the implementation of the education process and the achievement of intended learning outcomes by the students.* |
| **External origin** | **Opportunities**  *Please indicate* ***no more than five*** *major phenomena and trends in the unit’s environment, which may provide impetus for the development of the degree programme.* | **Threats**  *Please indicate* ***no more than five*** *external factors, which hamper the development of the degree programme and the achievement of intended learning outcomes by the students.* |

(HEI’s seal)

|  |  |
| --- | --- |
| ………………………………………………… | ………………………………………… |
| (signature of the Dean/Head of Unit) | (Rector’s signature) |

…………………..……., date: ………………….

(place)

# Part 3. Annexes:

## Annex 1. Data on the degree programme under evaluation

Table 1. Number of students of the degree programme under evaluation[[4]](#footnote-4)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of study** | **Year of study** | **Full-time programmes** | | **Part-time programmes** | |
| **Data from**  **three years ago** | **Current academic year** | **Data from 3 years ago** | **Current academic year** |
| **First cycle** | **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **Second cycle** | **1** |  |  |  |  |
| **2** |  |  |  |  |
| **Long-cycle programmes** | **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **Total:** | |  |  |  |  |

Table 2. The number of graduates of the degree programme under evaluation over the past three years preceding the year of staging the evaluation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of study** | **Year of graduation** | **Full-time programmes** | | **Part-time programmes** | |
| **The number of students who started the education cycle ending in a given year** | **The number of graduates  in a given year** | **The number of students who started the education cycle ending in a given year** | **The number of graduates  in a given year** |
| **First cycle** | ... |  |  |  |  |
| ... |  |  |  |  |
| ... |  |  |  |  |
| **Second cycle** | ... |  |  |  |  |
| ... |  |  |  |  |
| ... |  |  |  |  |
| **Long-cycle programmes** | ... |  |  |  |  |
| ... |  |  |  |  |
| ... |  |  |  |  |
| **Total:** | |  |  |  |  |

Table 3. Indicators concerning the study programme of the degree programme under evaluation, cycle of studies and profile of education stipulated in the regulation of the Minister of Science and Higher Education of 27 September 2018 on study programmes (OJ, item 1861, as amended).[[5]](#footnote-5)

|  |  |
| --- | --- |
| **Name of the indicator** | **Number of ECTS credits/Number of hours** |
| **Number of semesters and ECTS credits required to complete studies at a given cycle of studies of the degree programme under evaluation** |  |
| **Total number of hours with the direct participation of academic teachers or other persons conducting classes and students [[6]](#footnote-6)** |  |
| **Total number of ECTS credits a student needs to earn as part of courses taught with the direct participation of academic teachers or other persons teaching courses** |  |
| **Total number of ECTS credits assigned to optional courses** |  |
| **Total number of ECTS credits to be earned by students as part of courses in humanities or social sciences in the case of degree programmes assigned to disciplines forming part of areas of knowledge other than humanities or social sciences, respectively** |  |
| **Total number of ECTS credits assigned to optional courses** |  |
| **Total number of ECTS credits allocated to student placements** |  |
| **The number of hours of student placements[[7]](#footnote-7)** |  |
| **Total number of physical education classes in the case of a first-cycle full-time programme and a long-cycle programme.** |  |
| **In the case of courses taught using distance learning methods and techniques:** | |
| **1. Total number of hours of courses indicated in the study programme of a full-time programme/ Total number of teaching hours of a full-time programme taught using distance learning methods and techniques.**  **2. Total number of hours of courses indicated in the study programme of a part-time programme/ Total number of hours of courses of a part-time programme taught using distance learning methods and techniques.** | 1./  2./ |

Table 4. Courses or groups of courses that shape practical skills[[8]](#footnote-8)

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of course/ group of courses** | **Type(-s) of classes** | **Total number of hours of classes**  **Full-time/part-time** | **Number of ECTS credits** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total:** | |  |  |

Table 5. Courses or groups of courses aimed at the acquisition of engineering competences by students / Courses or groups of courses preparing students for the teaching profession[[9]](#footnote-9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of course/ group of courses** | **Type(-s) of classes** | **Total number of hours of classes**  **Full-time/part-time** | **Number of ECTS credits** | **Degree/title, name and surname of an academic teacher or other person conducting classes** **[[10]](#footnote-10)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total:** | |  |  |  |

Table 6. Information on study programmes/courses or groups of courses taught in foreign languages[[11]](#footnote-11)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of programme/ course/ group of courses** | **Form of implementation** | **Semester** | **Mode of study** | **Language of instruction** | **Number of students**  **(including non-Polish citizens)** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Annex 2. List of supporting materials

### Part I. Documents to be attached to the self-assessment report (in electronic format only)

1. The study programme of the degree programme, profile and cycle of studies described in accordance with Article 67, section 1 of the Act of 20 July 2018. The Law on Higher Education and Science (O.J, item 1668, as amended)and par. 3-4 of the regulation of the Minister of Science and Higher Education of 27 September 2018 on studies (O.J, item 1861, as amended);
2. Staffing of classes taught as part of the degree programme, profile and cycle of studies in the academic year, in which the evaluation is conducted.
3. Full-time and part-time programme schedule for the semester of the academic year, in which the evaluation is conducted, and for each cycle of education.
4. The description of academic teachers and other persons teaching courses or groups of courses listed in Table 4 and 5 (if relevant for the degree programme under evaluation) and thesis supervisors (if relevant for the degree programme under evaluation), and in the case of programmes in nursing or obstetrics, academic teachers and other persons teaching classes in nursing care essentials and obstetrics essentials, prepared in accordance with the template as below:

|  |
| --- |
| First name and surname |
| Title/field, degree/field and discipline, degree and specialisation (in the case of a medical practitioner), year of being awarded the title/degree: |
|  |
| List of courses/groups of courses and hours of classes taught as part of the degree programme under evaluation by the academic teacher or another person in the academic year, in which the evaluation is conducted. |
|  |
| Description of academic output with indicating areas of science/arts and scientific/artistic disciplines (up to 600 characters), and a list of **up to 10** major scientific/artistic achievements and their dates, with placing special emphasis on the past 6 years (academic publications, artistic achievements, patents and rights of protection, completed research projects, national/international awards for scientific/artistic achievements), with particular regard to achievements relating to the degree programme under evaluation and classes taught as part of it. |
|  |
| Description of teaching experience and output (up to 600 characters), and a list of **up to 10** major teaching achievements and their dates, with placing special emphasis on the past 6 years, (e.g. authoring textbooks/teaching materials, introducing teaching innovations, awards granted to students under scientific/artistic supervision of the academic teacher, assistance provided to the holder of a Diamond Grant, launching a new degree programme/specialisation track/class/group of classes, supervising a students’ club, teaching classes in a foreign language, also at a HEI abroad, e.g. as part of the mobility of academic teachers). |
|  |
| Description of experience in connection with the learning objectives, learning outcomes assumed for the assessed field of study and curriculum content (if applicable). |
|  |

1. Description of equipment at lecture rooms, class rooms, laboratories and other facilities, where classes related to education as part of the degree programme under evaluation are taught, and information about the library and available library and information resources,
2. A list of theses’ topics organised by date, divided into cycles of and modes of studies. The list can be prepared using the following template:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **First-cycle full-time programmes (if applicable)[[12]](#footnote-12)** | | | | | | | |
| **Student’s book no.** | **Thesis title** | **Year** | **Title/**  **degree and full name of thesis supervisor** | **Title/**  **degree and full name of thesis reviewer** | **Grade awarded for the thesis** | **Grade awarded for the final examination** | **Grade at the diploma** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **First-cycle part-time programmes (if applicable)** | | | | | | | |
| **Student’s book no.** | **Thesis title** | **Year** | **Full name and degree/title of thesis supervisor** | **Full name and degree/title of thesis reviewer** | **Grade awarded for the thesis** | **Grade awarded for the final examination** | **Grade at the diploma** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Second-cycle full-time programmes (if applicable)** | | | | | | | |
| **Student’s book no.** | **Thesis title** | **Year** | **Full name and degree/title of thesis supervisor** | **Full name and degree/title of thesis reviewer** | **Grade awarded for the thesis** | **Grade awarded for the final examination** | **Grade at the diploma** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Second-cycle part-time programmes (if applicable)** | | | | | | | |
| **Student’s book no.** | **Thesis title** | **Year** | **Full name and degree/title of thesis supervisor** | **Full name and degree/title of thesis reviewer** | **Grade awarded for the thesis** | **Grade awarded for the final examination** | **Grade at the diploma** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Long-cycle full-time programme (if applicable)** | | | | | | | |
| **Student’s book no.** | **Thesis title** | **Year** | **Full name and degree/title of thesis supervisor** | **Full name and degree/title of thesis reviewer** | **Grade awarded for the thesis** | **Grade awarded for the final examination** | **Grade at the diploma** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Long-cycle part-time programme (if applicable)** | | | | | | | |
| **Student’s book no.** | **Thesis title** | **Year** | **Full name and degree/title of thesis supervisor** | **Full name and degree/title of thesis reviewer** | **Grade awarded for the thesis** | **Grade awarded for the final examination** | **Grade at the diploma** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

### 

### Part 2. Materials to be prepared for inspection during the site visit, including additional materials indicated by the evaluation panel of PKA after becoming acquainted with the self-assessment report

1. Examination papers, mid-term papers, projects implemented by the students, artistic works created a part of classes taught as part of the degree programme (of the two semesters preceding the site visit) as indicated by the evaluation panel.
2. Examination/credit grades awarded for classes and examination sessions (of the two semesters preceding the site visit).
3. Documentation concerning the diploma award process to graduates indicated by the evaluation panel. The documentation should include the diploma thesis, diploma supplement, reviews of the diploma thesis, the protocol of the diploma examination.
4. Documentation concerning the organisation, course and giving credits for student placements, if they are included in the study programme of the degree programme under evaluation.
5. Description of the profiles of institutions (in electronic format), with which the unit cooperates on the implementation of study programme, in particular those, in which students serve placements, if student placements are included in the study programme of the degree programme under evaluation.
6. A list of achievements authored/created/conducted or co-authored/co-created/co-conducted by the students of the degree programme under evaluation of the five years preceding the year, in which the site-visit is staged (in electronic format).
7. Information on the principles of conflict resolution and responding to threats or security breaches, as well as all forms of discrimination and violence against teaching staff and students and ways to support victims.
8. Information about ratings/accreditations of the degree programme awarded by international institutions or other domestic institutions and description of corrective and improvement measures taken in response to their recommendations (in electronic format).

Annex 2

to the Statutes of the Polish Accreditation Committee

Detailed criteria for programme assessment

Practical profile

Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes

Quality education standard 1.1

The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; take account of progress in the fields of professional/economic activity relevant to the degree programme; are geared towards the needs of social and economic stakeholders, and of the labour market in particular.

Quality education standard 1.2

Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the general profile.

Quality education standard 1.2a

In the case of degree programmes preparing for professions referred to in Article 68 (1) of the act, learning outcomes include the full scope of general and specific learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 1.2b

Learning outcomes for degree programmes leading to the award of the qualification of *inżynier* or *magister inżynier* include the full scope of learning outcomes leading to the award of *inżynier* qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7 (3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).

Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process

Quality education standard 2.1

Programme contents correspond to learning outcomes and take into account: current knowledge and its application in the discipline(-s) to which the degree programme is assigned; rules and standards; the current state of practice in the areas of professional/business activity and the labour market relevant to the degree programme.

Quality education standard 2.1a

In the case of degree programmes offering education for professions referred to in Article 68 (1) of the act, programme contents include the full scope of programme contents included in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 2.2

The Schedule for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other persons teaching classes and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.

Quality education standard 2.2a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, the schedule for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other persons teaching classes, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 2.3

Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for practising the profession in the labour market in the areas typical for the degree programme.

Quality education standard 2.4

The programme, organisation and supervision over the implementation of student placements, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that placements are carried out correctly and that students achieve learning outcomes, especially those related to initial practical training.

Quality education standard 2.4a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 2.5

The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.

Quality education standard 2.5a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, the organisation of teaching and learning complies with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas

Quality education standard 3.1

Formally accepted and published, coherent and transparent conditions for the admission of candidates for studies, which allow for the selection of right candidates; rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas; recognition of learning outcomes, periods of learning and qualifications obtained in higher education; and the validation of learning outcomes achieved as part of the learning process outside the system of higher education are applied.

Quality education standard 3.2

The system for learning outcomes verification enables the monitoring of students’ progress and guarantees reliable assessment of the achievement of learning outcomes by students. Verification and assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning outcomes, including, in particular, the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme.

Quality education standard 3.2a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 3.3

Mid-term and examination papers, student projects, placement journals, diploma theses, students’ academic/artistic or other achievements related to the degree programme, as well as documented graduates’ standing in the labour market or their further education confirm that they have achieved the learning outcomes.

Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training

Quality education standard 4.1

Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the classes are conducted correctly and that the students achieve their learning outcomes.

Quality education standard 4.1a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 4.2

Staffing policy ensures the selection of academic teachers and other persons teaching classes, which is based on transparent rules and allows for the proper staging of classes. It takes into account regular assessment of teaching staff carried out with the participation of students. The results of such assessment are used in in-service staff training. The staffing policy creates conditions that stimulate staff’s continuing development.

Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement

Quality education standard 5.1

Teaching, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging of classes and the achievement of learning outcomes by students, including the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme. They are also adapted to the need of the disabled and ensure their full participation in education.

Quality education standard 5.1a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, teaching infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 5.2

Teaching, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information and educational resources are subject to regular inspections carried out with the participation of students. The results of such inspections are taken into consideration in improvement measures.

Criterion 6. Cooperation with representatives of social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme

Quality education standard 6.1

Cooperation with social and economic stakeholders, including employers, on the development, implementation and improvement of the study programme is ensured.

Quality education standard 6.2

Relations with social and economic stakeholders in relation to the study programme and their impact on the programme and its implementation are subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme

Quality education standard 7.1

Conditions conducive for the internationalisation of education provided as part of the degree programme are created in accordance with the adopted concept of education. Academic teachers are capable to teach and students are capable to learn in foreign languages; international mobility of students and academic teachers is supported; foreign language instruction is ensured, which results in a systematic improvement of internationalisation and in student and staff exchanges.

Quality education standard 7.2

The internationalisation of education is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support

Quality education standard 8.1

Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for preparation for practising the profession in the labour market areas typical for the degree programme. It motivates students to achieve very good learning outcomes, and includes competent assistance in student matters provided by administration staff.

Quality education standard 8.2

Support provided to students in their learning is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results

Quality education standard 9.1

Public access to information about: the study programme; the implementation of teaching and learning processes as part of the degree programme; awarded qualifications; admission requirements; opportunities for further education; the employability of graduates, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different audiences, is provided.

Quality education standard 9.2

The scope and quality of information about the degree programme is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme

Quality education standard 10.1

The rules for designing, approving, and modifying the study programme have been formally adopted and applied. With a view of improving the quality of education, regular reviews of the study programme are conducted based on the results of analysis of reliable data and information and with the participation of internal stakeholders, including students, and external stakeholders.

Quality education standard 10.2

The quality of education provided as part of the degree programme is subject to regular external assessments of education quality, the results of which are made public and taken into consideration in quality improvement measures.

{HEI’s logo}

1. Names of the disciplines should be given in accordance with the Regulation of the Ministry of Science and Higher Education of 20 September 2018 on the fields of science and scientific disciplines and artistic disciplines (Journal of Laws of 2018, item 1818). [↑](#footnote-ref-1)
2. During the transition period until 30 September 2019, higher education institutions, which have not assigned their degree programmes to scientific or artistic disciplines specified in the legislation issued on the basis of Article 5, section 3 of the Act should provide data on the previous assignment of a degree programme to a field of science and indicate fields of study and fields of science to which learning outcomes relate. [↑](#footnote-ref-2)
3. Provide the name of the subject/profession/classes [↑](#footnote-ref-3)
4. Please quote the number of students of the degree programme under assessment divided into cycles, years and modes of study (taking into consideration only those cycles and modes of study, which are provided as part of the degree programme under assessment). [↑](#footnote-ref-4)
5. The table must be completed separately for each cycle and mode of studies under assessment. [↑](#footnote-ref-5)
6. Please specify total number of hours of classes with direct participation of academic teachers or other persons conducting classes and students without the number of hours of placements (if the study programme provides for placements). [↑](#footnote-ref-6)
7. Please specify the length of placements in months and during teaching hours. [↑](#footnote-ref-7)
8. The table must be completed separately for each cycle and mode of studies under assessment. [↑](#footnote-ref-8)
9. The table must be completed separately for each cycle of studies under assessment, if the graduates of a given degree programme are awarded the qualification of inżynier/magister inżynier (bachelor/master of science degree) or if the study programme includes initial teacher training. [↑](#footnote-ref-9)
10. Providing the name of the person conducting the classes does not apply to the field of preschool and early childhood pedagogy and the field of special education preparing for the profession of a special education teacher. [↑](#footnote-ref-10)
11. The table must be completed separately for each cycle and mode of studies under assessment. If all courses are taught in a foreign language, such information should be provided in the table. [↑](#footnote-ref-11)
12. You should take into consideration all theses for all cycles and modes of studies as part of the degree programme under assessment from the two years preceding the year, in which the assessment is conducted. If the total number of graduates of the past two years exceeds 100 - you should take into consideration all theses for all cycles and modes of studies as part of the degree programme under assessment from the year preceding the year, in which the assessment is conducted. [↑](#footnote-ref-12)